

## **Module 6: Collaboration Unit Practicum**

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LIBS 676: Library Media Services and the Curriculum

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April 24, 2022

## Part 1: Overview

### Learners

Orange County is located in the Virginia piedmont region at the foothills of the Blue Ridge mountains (Visit Orange Virginia, n.d.). It is closely situated to several major cities such as Charlottesville, Richmond, and Washington, D.C. (Visit Orange Virginia, n.d.). As of July 1, 2021, the population of Orange County was 37,188 with 82.2 percent of the population being White, 13.3 percent African American and 5.6 percent Hispanic (USCB, n.d.). There was 89.7 percent of the population with a high school education or higher and 25.7 percent with a bachelor's degree or higher (USCB, n.d.). The median household income was \$74,446 (USCB, n.d.)

According to the 2018 *Orange County Public Schools Fact Sheet*, there are nine schools in its division (2018). Of these, six are elementary schools, two are middle schools and one is a high school (*Orange County Public Schools Fact Sheet*, 2018). It serves a total of 4,799 students (*Orange County Public Schools Fact Sheet*, 2018). In 2018, it had an operating budget of \$51,858,789 and a “budgeted per pupil expenditure” of \$10,320 (*Orange County Public Schools Fact Sheet*, 2018).

Orange County High School (OCHS) is the only public high school in the county (*Orange County Public Schools Fact Sheet*, 2018). The school had a student population of 1,461 students for the 2020-2021 school year (VDOE, n.d.). For the same school year, 68.2 percent of the student body was White, 12.6 percent Black, and 9.2 percent Hispanic (VDOE, n.d.). For the 2018-2019 school year, 88 percent of the student population passed the English Performance Reading SOL and 93 percent passed the Mathematics Performance SOL (VDOE, n.d.). For the 2018 graduates,

there was a 93.8 percent on time graduation rate (*Orange County Public Schools Fact Sheet*, 2018). For those same graduates, 33 percent planned to attend a 4 year college and 36 percent a 2 year college (*Orange County Public Schools Fact Sheet*, 2018). And there was 17 percent of the graduating class that went into the workforce after graduation and 4 percent into the military (*Orange County Public Schools Fact Sheet*, 2018).

The information for the current senior class is not available yet on the Virginia Department of Education School Report Card. However, I was able to find information from their Junior year. For the 2020-2021 school year, there were 356 students enrolled in the 11th grade class (VDOE, n.d.). That number has declined from their 9th grade year when there were 407 students enrolled (VDOE, n.d.).

For my practicum, I worked with a 12th grade Government class. It was a general education class. I was told that it was a small class with about 10-15 students (R. Kristel, personal communication, March 14, 2022). The teacher reported that there were no students who required accommodations (R. Kristel, personal communication, March 22, 2022). On the first day of my practicum, there were nine students present. Of those, five were male and four were female. On the second day of my practicum, only two students were present, both female.

### **Instructional Preparation**

<b>Unit Title:</b> Preparing for the Future: Using Social Media Responsibly
<b>Description:</b> This unit was taught in collaboration with Mr. Kristel. Mr. Kristel is a Government teacher at OCHS. He was finishing up a unit on SOL GOVT.16. He expressed that he wanted his students to be able to use social media in a responsible way. He felt this was important since his students were about to graduate and enter either the workforce or postsecondary education. Some of the ideas he had for the collaboration included:

- How to best represent themselves
- Fact Checking
- How social media influences careers/interviewing

(R. Kristel, personal communication, March 14, 2022)

After collaboration with both the librarian and the classroom teacher, I decided to focus my lessons around creating a positive social media image by:

- Fact checking using lateral reading
- Utilizing strategies to create a positive digital footprint
- Protecting and respecting creative work

Although there were no students with accommodations, I wanted to make sure I met the needs of students with different learning styles. I tried to incorporate activities in each of my lessons that would meet the needs of visual, auditory, and reading/writing learners (Malvik, 2020). For my visual learners, I found several YouTube videos that contained a lot of images/graphics to explain the different concepts. For my auditory learners, I included lectures and discussions. For my reading style learners, I included Google Slide presentations for each lesson with short descriptions of the different topics covered. I also provided several handouts. Finally, for my writing learners, I included a variety of activities where students were required to write or type what they learned.

### **Primary Goal and Objectives:**

For this unit, I integrated library skills into the Government curriculum using the SOL GOVT.16. This SOL states:

**SOL GOVT.16** The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by:

i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media (VDOE, 2015)

Students were taught how to engage with social media by using accurate, responsible and ethical practices. The following AASL Competency were used:

1. **AASL Learner Framework Competency:** VI.A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need (AASL, 2018, p. 112)
2. **AASL Learner Framework Competency:** VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors (AASL, 2018, p. 112)
3. **AASL Learner Framework Competency:** VI.B.2 Acknowledging authorship

and demonstrating respect for the intellectual property of others. (AASL, 2018, p. 112)

4. **AASL Learner Framework Competency:** VI.D.1 Personalizing their use of information and information technologies (AASL, 2018, p. 112)

The library objectives were:

1. **Library Objective:** Students will apply lateral reading to determine if a source is reliable
2. **Library Objective:** Students will identify 3 strategies to creating a positive digital footprint
3. **Library Objective:** Students will identify the different types of Creative Commons Licenses
4. **Library Objective:** Students will create an infographic poster on lateral reading, creating a positive digital footprint or Creative Commons Licenses

**Time:** This unit was taught over four lessons on two consecutive days. Each lesson was designed to be 30 minutes in length.

## Part 2: Instructional Delivery & Assessment

### Pretest/Posttest

The pretest/posttest was administered via Google Forms. The Google Form can be found [here](#). The questions were designed to assess students' knowledge on lateral reading, strategies to create a positive digital footprint and defining creative common licenses. Below are the three questions assessed on the pretest/posttest:

1. What does lateral reading mean?
2. Describe some strategies to creating a positive digital footprint?
3. What are creative common licenses?

## Instruction and Assessments

<b>Lesson 1: Fact Checking</b>	
<b>Grade Level, Collaborative Content Area</b>	<b>Grade:</b> 12th <b>Collaborating teacher:</b> Mr. Kristel <b>Subject:</b> Government <b>Date and time of lesson:</b> Thursday, April 7th at 1:00pm <b>Class length:</b> 90 minutes <b>Lesson length:</b> 30 minutes <b>Class Size:</b> 13 students
<b>Content Objective</b>	<b>SOL GOVT.16</b> The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by:  i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media (VDOE, 2015)
<b>AASL Competency</b>  <b>Library Objective</b>	<b>AASL Learner Framework Competency:</b> VI.A.3 Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. (AASL, 2018, p. 112)  <b>Library Objective:</b> Students will apply lateral reading to determine if a source is reliable
<b>Link to Background Knowledge</b>	<b>Prior to Library Lesson:</b> <ul style="list-style-type: none"> <li>Mr. Kristel is wrapping up his unit on SOL GOVT. 16I. He expressed that he would like to collaborate on lessons that help teach students how to use social media in a responsible way. This will include fact checking, creating a positive digital footprint and</li> </ul>

	<p>using creative common licenses. It will accumulate in a final project reviewing all three skills.</p> <ul style="list-style-type: none"> <li>• Mr. Kristel shared that there are no academic accommodations required for any of his students.</li> <li>• Mr. Kristel shared that his students enjoy class discussions and working as a whole group as much as possible.</li> </ul> <p><b>Post Library Lesson:</b></p> <ul style="list-style-type: none"> <li>• The next lesson will center on creating a positive digital footprint.</li> <li>• Unless modifications to Lesson 1 are required, Lesson 2 will be taught during the same class period.</li> </ul>
<p><b>Hook or Introduction</b></p> <p><b>(5 minutes)</b></p>	<p><b>5 minutes:</b></p> <ul style="list-style-type: none"> <li>• In whole group, the students will discuss the following questions:             <ul style="list-style-type: none"> <li>- Have you ever learned something about a current event from a social media site?</li> <li>- How confident did you feel about its reliability? Why?</li> </ul> </li> <li>• With a should partner, students will share strategies they currently use to evaluate a source's reliability.</li> <li>• The librarian will inform students that today she will be sharing with them another strategy to use when evaluating a source's reliability called lateral reading.</li> </ul>

## Engagement in Learning

(25 minutes)

- Librarian will display [Lateral Reading](#) Google Slides on smartboard
- **1 minute:** Slide 2: Librarian will discuss why fact checking is vital especially in regards to social media posts.
- **5 minutes:** Slide 3: Librarian will play [Lateral Reading](#) YouTube video and then discuss why lateral reading is a great strategy to evaluate a source's reliability.
- **5 minutes:** Slide 4: The librarian will explain how she found a post on social media about minimum wage and the author of the post linked a website to provide proof of the accuracy of her post. The librarian will model lateral reading using the article [Why we should raise the minimum wage](#)
  - First the librarian will open a new tab and google the author's name "Carolina Martin". The librarian will note the first google search and the description of the author. The librarian will continue to scroll and note that there is no other relevant information about the author saying she is an expert in the field.
  - The librarian will open a new tab and search for "What is the odyssey website". The librarian will discuss how there are several results that discuss how the authors are not experts in their field, anyone can sign up and post and articles are not fact checked.
  - The librarian will discuss that although some of the information in the article may be accurate this would not be considered a reliable source and that there are better, more reliable sources available for the author of the post to use
- **7 minutes:** Slide 5: The librarian will show another social media post about a blind eel that was recently discovered.
  - Students will work in pairs to use the lateral reading strategy to check the reliability of the

	<p>article. **Article will be shared by teacher into students' Canvas account</p> <ul style="list-style-type: none"> <li>○ Students will fill out the <b><i>Lateral Reading worksheet. (Formative Assessment 1)</i></b> <ul style="list-style-type: none"> <li>■ <b>Directions:</b> Students will write their search words in the first column. In the second column, students will write what their search results showed. Finally, students will analyze their search results and decide if this source is reliable. Students will write their responses in the bottom box.</li> <li>○ The librarian and teacher will monitor while students work and help where needed.</li> </ul> </li> <li>● <b>6 minutes:</b> As a whole group, the librarian and students will discuss how students used lateral reading to determine if the article was reliable.           <ul style="list-style-type: none"> <li>○ The librarian will have students share search terms and what those results turned up.</li> <li>○ The librarian and students will discuss if this would be a reliable source</li> <li>○ Students will complete the <b>Exit Slip</b>.</li> </ul> </li> </ul>
<b>Assessment</b>	<p><b>Formative Assessment 1:</b> The librarian will observe students during the lateral reading assignment to determine their understanding of the skill. The librarian will collect the lateral reading worksheet and check to see if students learned the objective</p> <p><b>Formative Assessment 2:</b> The librarian will analyze exit slips to determine if students understand lateral reading.</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>● Students can work individually instead of in pairs</li> <li>● Students can find their own article on minimum wage and analyze its reliability using lateral reading</li> </ul>

<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">Lateral Reading Google Slides</a></li> <li>• <a href="#">Lateral Reading YouTube Video</a></li> <li>• <a href="#">Lateral Reading Worksheet</a></li> <li>• <a href="#">Lateral Reading Exit Slip Google Form</a></li> </ul>
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<b>Lesson 2: Positive Digital Footprint</b>	
<b>Grade Level, Collaborative Content Area</b>	<p><b>Grade:</b> 12th</p> <p><b>Collaborating teacher:</b> Mr. Kristel</p> <p><b>Subject:</b> Government</p> <p><b>Date and time of lesson:</b> Thursday, April 7th at 1:45pm</p> <p><b>Class length:</b> 90 minutes</p> <p><b>Lesson length:</b> 30 minutes</p> <p><b>Class Size:</b> 13 students</p>
<b>Content Objective</b>	<p><b>SOL GOVT.16</b> The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by:</p> <p style="padding-left: 40px;">i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media</p> <p>(VDOE, 2015)</p>
<b>AASL Competency</b>	<p><b>AASL Learner Framework Competency:</b> VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. (AASL, 2018, p. 112)</p>
<b>Library Objective</b>	<p><b>Library Objective:</b> Students will identify 3 strategies to creating a positive digital footprint</p>

<p><b>Link to Background Knowledge</b></p>	<p><b>Prior to Library Lesson:</b></p> <ul style="list-style-type: none"> <li>• Mr. Kristel is wrapping up his unit on SOL GOVT. 16I. He expressed that he would like to collaborate on lessons that help teach students how to use social media in a responsible way. This will include fact checking, creating a positive digital footprint and using creative common licenses. It will accumulate in a final project reviewing all three skills.</li> <li>• Mr. Kristel shared that there are no academic accommodations required for any of his students.</li> <li>• Mr. Kristel shared that his students enjoy class discussions and working as a whole group as much as possible.</li> <li>• Librarian taught previous lesson on fact checking</li> </ul> <p><b>Post Library Lesson:</b></p> <ul style="list-style-type: none"> <li>• The next lesson will center on using creative commons licenses. The next lesson will be taught the following day</li> </ul>
<p><b>Hook or Introduction</b></p> <p><b>(7 minutes)</b></p>	<p><b>5 minutes:</b></p> <ul style="list-style-type: none"> <li>• The librarian will show students the <a href="#">Atlee Softball Team</a> video.</li> <li>• The librarian and students will discuss the video. The librarian will ask the following questions: <ul style="list-style-type: none"> <li>○ Who made the post?</li> <li>○ Was the entire team involved?</li> <li>○ Do you think they meant to represent the whole team?</li> <li>○ What do you think the intent of the post was?</li> <li>○ How could they have celebrated their victory on social media in a more respectful way?</li> </ul> </li> </ul> <p><b>2 minutes:</b></p>

	<ul style="list-style-type: none"> <li>• The librarian will ask students to pretend someone has Google searched their name.</li> <li>• The librarian will ask students to reflect on what this search may show. <ul style="list-style-type: none"> <li>○ Do they think their current digital footprint is positive or negative?</li> </ul> </li> <li>• Students will partner share their reflections.</li> </ul>
<p><b>Engagement in Learning</b> <b>(23 minutes)</b></p>	<ul style="list-style-type: none"> <li>• The Librarian will display <a href="#">Creating a Positive Digital Footprint</a> Google slide presentation.</li> <li>• <b>2 minutes:</b> Slide 2: Librarian will play <a href="#">What's in your digital footprint</a> YouTube Video.</li> <li>• <b>4 minutes:</b> Slide 3: The librarian and students will discuss benefits of creating a positive digital footprint and possible consequences of having a negative digital footprint. The librarian will type the students' responses in the chart on slide 3.</li> <li>• <b>1 minutes:</b> The librarian will tell students she will be sharing strategies students can use to create a positive digital footprint. The librarian will pass out <a href="#">Creating a Positive Digital Footprint</a> worksheet.</li> <li>• <b>3 minutes:</b> Slide 4: The librarian will explain that students should examine any of their previous posts on social media</li> <li>• <b>3 minutes:</b> Slide 5: The librarian will tell students they should always think before posting.</li> <li>• <b>3 minutes:</b> Slide 6: The librarian will discuss ways to build a positive digital footprint</li> <li>• <b>5 minutes:</b> Students will post 3 strategies they can use to create a positive digital footprint using Padlet. The teacher will share the <a href="#">link</a> with students. The librarian and teacher will monitor students and assist where needed. <b>(Formative Assessment 1)</b> <ul style="list-style-type: none"> <li>○ Directions: Students will click on the link. Then they will click on the red plus sign located at the bottom right of the page. Students will type their answers in and then hit submit. All</li> </ul> </li> </ul>

	<p>responses must be approved before they will be posted to the board.</p> <ul style="list-style-type: none"> <li>● <b>2 minutes:</b> The librarian and students will discuss students' responses.</li> </ul>
<b>Assessment</b>	<p><b>Formative Assessment 1:</b> The librarian will observe students during the Padlet activity. The librarian will use the responses to determine if students have learned the objective.</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>● Students can write their responses instead of submitting via the Padlet</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>● Creating a Positive Digital Footprint Google Slide presentation</li> <li>● Link to Padlet</li> </ul>

<b>Lesson 3: Creative Commons License</b>	
<b>Grade Level, Collaborative Content Area</b>	<p><b>Grade:</b> 12th  <b>Collaborating teacher:</b> Mr. Kristel  <b>Subject:</b> Government  <b>Date and time of lesson:</b> Thursday, April 7th at 1:45pm  <b>Class length:</b> 90 minutes  <b>Lesson length:</b> 30 minutes  <b>Class Size:</b> 9 students</p>
<b>Content Objective</b>	<p><b>SOL GOVT.16</b> The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by:</p>

	<p>i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media (VDOE, 2015)</p>
<p><b>AASL Competency</b></p> <p><b>Library Objective</b></p>	<p><b>AASL Learner Framework Competency:</b> VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others (AASL, 2018, p. 112)</p> <p><b>Library Objective:</b> Students will identify the different types of Creative Common Licenses</p>
<p><b>Link to Background Knowledge</b></p>	<p><b>Prior to Library Lesson:</b></p> <ul style="list-style-type: none"> <li>• Mr. Kristel is wrapping up his unit on SOL GOVT. 16I. He expressed that he would like to collaborate on lessons that help teach students how to use social media in a responsible way. This will include fact checking, creating a positive digital footprint and using creative common licenses. It will accumulate in a final project reviewing all three skills.</li> <li>• Mr. Kristel shared that there are no academic accommodations required for any of his students.</li> <li>• Mr. Kristel shared that his students enjoy class discussions and working as a whole group as much as possible.</li> <li>• Librarian taught previous lessons on fact checking and creating a positive digital footprint</li> </ul> <p><b>Post Library Lesson:</b></p> <ul style="list-style-type: none"> <li>• The next lesson students will create infographic posters to show what they have learned over the last 3 lessons. This final lesson will follow lesson 3 on day 2.</li> </ul>

<b>Hook or Introduction</b>  <b>(4 minutes)</b>	<ul style="list-style-type: none"> <li>• The librarian will give each student a piece of cardstock.</li> <li>• The librarian will ask students to draw a picture on the cardstock.</li> </ul>
<b>Engagement in Learning</b>  <b>(26 minutes)</b>	<ul style="list-style-type: none"> <li>• <b>1 minute:</b> The librarian will display the <a href="#">Creative Commons License Google Slide</a> presentation and give each student a copy of the <a href="#">Creative Commons License</a> poster.</li> <li>• <b>3 minute:</b> Slide 1: The librarian will define Creative Commons License and explain how it is different from the public domain. The librarian will explain that Creative Commons Licenses are important to protect the creator's work. The librarian will explain that there are different restrictions creator's can apply to their creative common's license.</li> <li>• <b>1 minute:</b> Slide 2: The librarian will explain <b>Attribution</b>.</li> <li>• <b>1 minute:</b> Slide 3: The librarian will explain <b>No Derivative Condition</b>.</li> <li>• <b>1 minute:</b> Slide 4: The librarian will explain <b>Share Alike</b>.</li> <li>• <b>1 minute:</b> Slide 5: The librarian will explain <b>Non-Commercial</b>.</li> <li>• <b>2 minutes:</b> Slide 6: The librarian will model reading a Creative Commons License and discuss how she could use that creator's work.</li> <li>• <b>3 minutes:</b> Slide 7: The librarian and students will discuss what the creative commons license on the slide means. Students will give examples of what someone could do with a work that has that license.</li> <li>• <b>3 minutes:</b> The librarian will ask students to turn over their card used in the lesson introduction and select one of the creative commons licenses to write on the back. Students will partner share what license they used and what restrictions it places on someone using their work.</li> <li>• <b>1 minute:</b> Slide 10: The librarian will share the <a href="#">Creative Commons License Kahoot link</a>. The librarian will share the Kahoot code with students. <ul style="list-style-type: none"> <li>○ Students should be reminded to put in their first name ONLY</li> <li>○ Any inappropriate names will be removed from</li> </ul> </li> </ul>

	<p>the game</p> <ul style="list-style-type: none"> <li>• <b>9 minutes:</b> Students will complete the Creative Commons License Kahoot (<b>Formative Assessment</b>)</li> </ul>
<b>Assessment</b>	<p><b>Formative Assessment:</b> Students will complete a 15 question Kahoot game on identifying Creative Commons Licenses. The librarian will use the students Kahoot results to determine if students understand the objective.</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• Students can independently complete an assignment identifying creative common licenses instead of participating in the Kahoot.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">Creative Commons License Google Slides</a></li> <li>• <a href="#">Creative Commons License Poster</a></li> <li>• <a href="#">Kahoot link</a></li> </ul>

<b>Lesson 4: Infographic</b>	
<b>Grade Level, Collaborative Content Area</b>	<p><b>Grade:</b> 12th  <b>Collaborating teacher:</b> Mr. Kristel  <b>Subject:</b> Government  <b>Date and time of lesson:</b> Thursday, April 7th at 1:45pm  <b>Class length:</b> 90 minutes  <b>Lesson length:</b> 30 minutes  <b>Class Size:</b> 9 students</p>
<b>Content Objective</b>	<p><b>SOL GOVT.16</b> The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by:</p>

	<p>i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media (VDOE, 2015)</p>
<p><b>AASL Competency</b></p> <p><b>Library Objective</b></p>	<p><b>AASL Learner Framework Competency:</b> VI.D.1 Personalizing their use of information and information technologies (AASL, 2018, p. 112)</p> <p><b>Library Objective:</b> Students will create an infographic poster on lateral reading, creating a positive digital footprint or Creative Commons Licenses</p>
<p><b>Link to Background Knowledge</b></p>	<p><b>Prior to Library Lesson:</b></p> <ul style="list-style-type: none"> <li>Mr. Kristel is wrapping up his unit on SOL GOVT. 16I. He expressed that he would like to collaborate on lessons that help teach students how to use social media in a responsible way. This will include fact checking, creating a positive digital footprint and using creative common licenses. It will accumulate in a final project reviewing all three skills.</li> <li>Mr. Kristel shared that there are no academic accommodations required for any of his students.</li> <li>Mr. Kristel shared that his students enjoy class discussions and working as a whole group as much as possible.</li> <li>Librarian taught previous lesson on fact checking, creating a positive digital footprint and Creative Commons Licenses</li> </ul>
<p><b>Hook or Introduction</b> <b>(2 minutes)</b></p>	<ul style="list-style-type: none"> <li><b>1 minutes:</b> The librarian will set the scene for the assignment:  “You have been tasked to create an infographic poster that will be displayed in a middle school library.</li> </ul>

	<p>Your job is to creatively display important information about each of the following objectives:</p> <ul style="list-style-type: none"> <li>○ Fact Checking using Lateral Reading</li> <li>○ Creating a Positive Digital Footprint</li> <li>○ Using Creative Commons License to share other's work"</li> </ul>
<b>Engagement in Learning</b>  <b>(26 minutes)</b>	<ul style="list-style-type: none"> <li>● <b>1 minute:</b> The librarian will give each student a <a href="#">Responsible and Respectful Digital Media</a> (Slide 2) review worksheet.</li> <li>● <b>3 minutes:</b> Students may work alone or with a partner to fill out their worksheet</li> <li>● <b>3 minutes:</b> Students will share with the librarian what they learned about each library objective. The librarian will type students responses into the <a href="#">Responsible and Respectful Digital Media Google Slide</a> presentation</li> <li>● <b>2 minutes:</b> The librarian will give each student an <a href="#">assignment description worksheet that includes the rubric</a>. The librarian will explain the assignment and the rubric to the students</li> <li>● <b>20 minutes:</b> Students will work in groups. Each group will be assigned one of the library objectives. Students will complete the assignment following the rubric.</li> </ul>
<b>Assessment</b>	<p><b>Formative Assessment:</b> Students will complete an infographic poster on respectfully and responsibly using digital media by:</p> <ul style="list-style-type: none"> <li>● fact checking using the lateral reading method</li> <li>● creating a positive digital footprint</li> <li>● using creative common licenses.</li> </ul> <p>The librarian will use students' infographic posters to determine if students have mastered the unit's objectives.</p>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>● Students can independently complete an assignment</li> <li>● Students can create their assignment using an online platform (Google docs)</li> <li>● Students can write a paragraph on each objective instead of creating an infographic</li> </ul>

<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">Google Slides</a></li> <li>• <a href="#">Review Notes Worksheet</a> (Slide 2 of Google Slide)</li> <li>• <a href="#">Assignment with rubric</a></li> </ul>
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Although none of the students required accommodation, I did include some differentiation in my lesson plans. However, upon further reflection, I have added additional accommodations I could have made to the lessons if needed.

	Possible Accommodations
Lesson 1	<ul style="list-style-type: none"> <li>• Student can receive a printout of presentation notes</li> <li>• Student can type answers to Formative Assessment 1</li> <li>• Formative Assessment 2 can be completed verbally</li> <li>• Word Wall</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• Student can receive a printout of presentation notes</li> <li>• Student can answer Formative Assessment 1 verbally</li> <li>• Word Wall</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>• Student can draw a picture using an online platform</li> <li>• Student can receive a printout of presentation notes</li> <li>• Student can answer the Kahoot questions verbally</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• Students can type responses for the review worksheet</li> <li>• Students can verbally respond describing one of the topics</li> </ul>

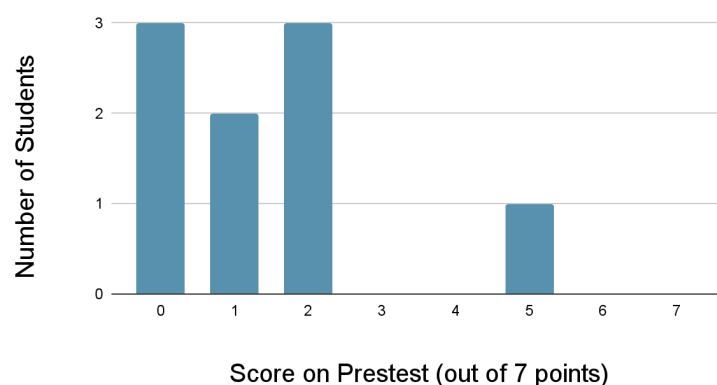
### Part 3: Results and Reflection

#### Pretest/Posttest Results

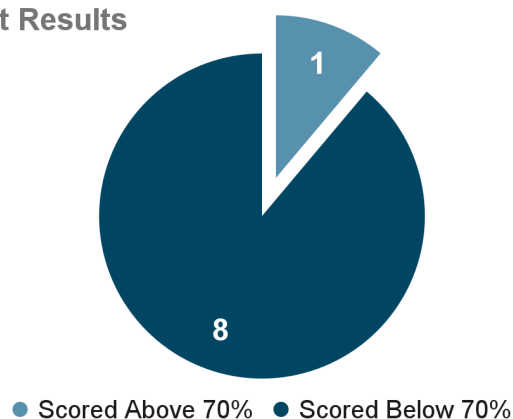
There were nine students present for the pretest. I scored their pretest out of seven points. The results showed that only one student scored above 70% on the pretest. This student scored 5 points. The other eight students scored below 70%. There were three students who scored a zero, two students who scored a one and three students scored a two. Although there were more boys than girls present, the girls

scored slightly better on the pretest. The boys had a median score of one point and the girls had a median score of two points. Students had the most difficulty with the lateral reading and creative common license questions. My goal for the posttest was for the student who scored above 70% to improve their score by one point. My goal for students who scored below 70% was to improve their test score by at least three points.

**Pretest Results**



**Pretest Results**



Unfortunately, I only had two students present for lessons 3 and 4 so they were the only students I administered the posttest too. Both students increased their score on the posttest. One student increased her score by two points. She scored a five on

the pretest and a seven on the posttest. The second student increased her score by five points. She scored a two on the pretest and seven on the posttest.

### **Practicum Reflection**

Initially, I thought that I would be teaching my lessons in the classroom. However, on my first day at the school I learned that I would be teaching in the library. I was given the right side of the library to teach my lessons. There was a motorized presentation screen, a podium, and several round tables for student seating. The teacher brought the students down about 5-10 minutes into the class period each day.

Although I was excited to be able to teach my lessons in the library, it did cause some unexpected issues. The library was very busy during both of my days at the school. The librarians had to clear my teaching area at the beginning of each day. Most of these students moved to the other side of the library. However on the second day, since there were so few students in attendance, many students just moved to the tables at the back of the space instead. The bathroom, an entrance to the library and a classroom were also located on the same side of the library so I had several students and staff walking around our space during the lessons. I found this to be a bit distracting but luckily, it did not seem to distract the students.

<b>Thursday, April 7, 2022</b>
<p><b>Important Notes:</b> Lessons 1 and 2 were both taught on Thursday, April 7, 2022. There were nine students present. One student left for about the last 20 minutes of class. She missed the majority of Lesson 2.</p>

After arriving at the school, I learned that I would not be able to connect to the school's wifi on my laptop. This was a bit of an issue because all of my presentations and most of my assessments were web based through Google platforms on my ODU account. Fortunately, I had emailed the teacher my lesson plans earlier in the week so I was able to use his laptop to pull up my slides. However, not being able to use my laptop did cause a few issues. The first problem was that his laptop setup was the complete opposite of mine. I found myself stumbling around several times trying to navigate his laptop. The second problem I encountered was that I did not give him edit access to my Google Slide presentations. This caused an issue in my second lesson.

The teacher had planned on administering my pretest prior to my lessons but due to unforeseen circumstances regarding a student he was unable to administer it. I had to give my pretest prior to teaching my lessons. This was where not having my laptop caused another issue because I was not able to check their responses. I did the best I could by walking around and reading their responses as they typed them in. Overall, I was comfortable with continuing with lessons 1 and 2 as they were designed. That night, I analyzed their pretest and assessment data from that day's lessons. I determined I could continue on with my planned lessons for the remainder of my unit.

During Lesson 1 my nerves were definitely getting the best of me! I have experience teaching in elementary schools but never in a high school setting. I was worried I did not have the skills to teach to such a different age group.

Since I had to administer the pretest prior to teaching, I was feeling a little short on time. The pretest had only three questions but it took longer than I expected for students to complete it. At this point, I could really feel the nervousness and had to

concentrate on slowing down my speech, which can be an issue for me when I get nervous. When I watched back the video of lessons 1 and 2, I did not think I spoke too quickly but I did notice I used the word “right” way too much. This was something I tried to work on the next day, although not completely successfully.

Overall, I felt like the first lesson went well. I had a lot of student participation. I was really worried that the students would not respond since they did not know me. The students were really intrigued by the article used in the assessment (*Blind eel and nearly transparent fish discovered in 2021*). Almost all of the students thought it was a fake article which meant the pretend social media post was sharing “fake news”. I think their interest in the article really helped with student engagement.

However, there were a couple issues with my first lesson. First, I noticed that the students did not seem to enjoy the YouTube video. This was the one portion of my lesson where they started whispering among themselves and playing with their phones. However, they quickly stopped and refocused once the video was over. I made a mental note to see how they responded to the videos in Lesson 2 so I could make changes to the following day's lessons if needed. I wanted to gauge whether they were not engaged with the Lateral Reading video or videos in general. The next issue I ran into was timing. I was worried about not being able to finish Lesson 2 in time so I did not use my second assessment (the Exit Slip). During the first assessment, I walked around and observed while the students were working. I felt confident that they understood Lateral Reading and made the decision to omit the Exit Slip. Instead, we verbally discussed what lateral reading was.

During Lesson 2, I felt some of the student engagement slipping, especially towards the end of the lesson. I am not sure if this was due to the lack of interest in the topic, it being the end of the school day or a combination of both. Again, I found that the whispering and phone usage started back up during the videos. I made a mental note to alter the lessons for the next day.

Since I did not give the teacher edit access to my slides, I could not type students' answers into slide 3. I altered my plans and we discussed this out loud as a group instead. In the end, it was probably for the best because I may have lost some of the students' attention by stopping to type in responses.

There was a lot of student participation during the discussion portions of the lesson. This was especially true when we were discussing slide 4 ("Examine Your Current Activity"). Most of the students had been on social media since they were in middle school. The majority agreed they had changed a lot since then and some of their old posts may not reflect who they are now. However, one student spoke up and said that he went back and looked at his posts from middle school. He said all of his posts from that time were about sports so he felt comfortable with keeping them. It was definitely a proud teaching moment that he used the strategy, even if his timing was not the best! Although, if I was to teach this lesson again, it might be beneficial to allow students a few minutes to scroll through their accounts so they can truly reflect on their digital footprint.

The Nearpod assessment worked well and the students seemed to enjoy using that platform to respond. It was really easy for the students to use and required very little guidance. I set up my Nearpod so students' responses had to be approved before

they posted to the page. I decided to use this setting since I did not know the students well and was not sure if their responses would be appropriate or not. However, all of their answers were appropriate and on topic. I really liked utilizing Nearpod as an assessment tool and will definitely use it again in the future.

Friday, April 8, 2022
<p><b>Important Notes:</b> Lessons 3 and 4 were both taught on Friday, April 8, 2022. That Friday was Senior Skip Day. Earlier in the week, the teacher thought there would be six students present. At the end of Thursday's class, he asked and there were four students who said they would be at school the following day. On Friday, three students showed up to the library but one student immediately left. I ended up having two students in attendance.</p>

The two students that were present for Lesson 3 seemed to really enjoy the lesson. They were both artists so protecting their artwork was important to them. I believe this really helped with their engagement throughout the lesson. The Kahoot went well and the students stayed engaged throughout it. They answered the assessment questions with a 90% accuracy rate. There was one question they both missed so we discussed that question in more detail.

Lesson 4 was the conclusion of my unit. Since there were only two students present, they worked together to fill out the review notes worksheet. I skipped the part of my lesson where I typed their responses into the slide since there was only one group providing the answers. Instead, I observed them during this activity and we discussed their answers together. After this, I allowed them to pick their favorite topic

we covered to complete their poster. Both students wanted to create a graphic novel themed poster on creative commons licenses. We wrapped up a little early so that they could take their posttest before leaving for the day.

## **Conclusion**

At the beginning of this unit, I was very worried that the school librarian would not be able to find someone to collaborate with me. My practicum landed during a very busy time of year. Most teachers were preparing for end of year assessments. Fortunately for me, the school librarian has formed strong professional relationships with several of the teachers including the Government teacher. As stated in Deborah Rinio's (2018) article, *Focus on collaboration: How understanding the nature of trust can help address the standards*, "once personal and professional connections have been made, librarians can use them to collaborate frequently and effectively" (p. 48). I think that the connection and trust she has built with Mr. Kristel really helped in getting him to agree to collaborate with me.

Collaboration is extremely beneficial to students so I will continuously make efforts to build trusting relationships with the teachers I work with. The AASL text recommends getting "to know your colleagues as people before attempting to convince them to collaborate" (AASL, 2018, p. 91). They offer a great and simple tip to building connections with staff members, which is "eat lunch with them" (AASL, 2018, p. 91). This is a great tip for me because I often eat lunch alone. Those 30 minutes are usually the only downtime during my day and I enjoy the quiet. However, I will make a conscious effort to eat lunch at least a couple times a week in the lunchroom so I can get to know the staff on a more personal level.

Although I am happy with the way things went, there are a few things I would do differently. The first thing I would have done differently is visit the classroom prior to my lessons. I think this would have helped to build a relationship with students. A large portion of my lessons depended on student participation and discussion. Although the students participated, I think they would have had more in depth discussions had they known me better and we had built a more trusting relationship with one another. In Rinioi's article (2018), she states school librarians:

Will have a much easier time getting students to contribute to in-class activities if the librarian already has a trusting relationship with students. Students are much more likely to engage in discussion and try new things if they trust the librarian to look out for them and their interests" (p. 47).

The second thing I would have done differently is had the students complete a student survey at the end of my lessons. I think this would have been beneficial for my reflection had I known how they felt about the lessons along with any suggestions for improvement. Finally, I would have relaxed more! I feel like I was so nervous and worried about the practicum that I did not get to enjoy the experience as much as I could have.

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